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ABSTRACT

This report to Congress by the National Advisory Council on Indian Education (NACIE) includes an explanation of NACIE's history and current operation, ongoing programs, and recommendations for future work. NACIE, which reports to the Department of Education, is the sole Indian organization designated as an executive agency of the federal government. Reauthorization of Public Law 92-318 (Indian Education Act of 1972) was one of two major legislative issues for NACIE in fiscal year 1987 and is among the recommendations to Congress in this report. The other issue was a Bureau of Indian Affairs (BIA) proposal to transfer certain BIA schools to tribal, state, or local control. In 1987, NACIE submitted a list of nominees for the open position of director of Indian Education Programs (IEP). NACIE makes recommendations to Congress concerning funding, administration, and operation of the IEP office. It also advises the Secretary of Education on administration of Indian programs, evaluates projects and assistance applications, and assists the Secretary of Education in developing criteria for evaluating and administering grants. Beside listing NACIE functions and fiscal year 1987 activities, the report also explains components of the Indian Education Act (Title IV), offers abstracts of ten exceptional Title IV school programs, and profiles seven fellowship recipients. The exemplary projects, all in elementary-secondary Indian education, show high degrees of parental participation, support by the school superintendent, and creative management of available resources. Appendices include the NACIE charter, the distribution of Title IV funds on a state-by-state basis, and responses to this report's recommendations by the U.S. Department of Education. (TES)

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National Advisory Council on Indian Education

Striving for School Effectiveness in Indian Education

14th ANNUAL REPORT TO THE U.S. CONGRESS Fiscal Year 1987

RC017023

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STRIVING FOR SCHOOL EFFECTIVENESS IN INDIAN EDUCATION

14th ANNUAL REPORT TO THE CONGRESS OF THE UNITED STATES

FISCAL YEAR 1987

National Advisory Council on Indian Education
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NATIONAL
ADVISORY COUNCIL
ON INDIAN EDUCATION

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To the Congress of the United States:

It has been my privilege to chair the National Advisory Council on Indian Education's activities this past fiscal year, and on behalf of the members and staff of the Council, I respectfully submit this 14th Annual Report, "Striving for School Effectiveness in Indian Education."

In 1987, the Office of Indian Education Programs (IEP) initiated an effort to identify programs that their office deemed exceptional in terms of effective practices. Ten projects were selected to become the first "Effective Title IV Projects 1987," and were presented as a showcase of achievement at the National Indian Education Association's 19th Annual Conference in Reno, Nevada. Hopefully, this showcase of effective programs will assist and inspire other Indian educators to incorporate these project ideals. NACIE applauds this effort by the IEP office. We have included the ten abstracts in this report to allow you the opportunity to review them.

The Indian Education Act of 1972, Public Law 92-318, as amended, and other related Federal authorizations continue to serve a vital role in improving Indian education. During fiscal year 1987, the U.S. Congress began considering the reauthorization of the Indian Education Act that was last reauthorized in 1984. Public hearings and discussion meetings were held around the country. This Council also began preparing for reauthorization and requested input from the Indian education field for possible recommendations for the improvement of this law.

Two main issues that NACIE has continued to stress and recommend to the Congress and the Administration are that the Office of Indian Education Programs should include Indian Preference in terms of their staff, and that that office should be elevated to a level that ensures direct communication to the Secretary of Education, therefore ensuring its independence to exercise authority in implementing Federal programs that affect Indian students. NACIE again stresses these two recommendations in this report as the number one and two recommendations to the U.S. Congress.

A major break in Federal policy towards Indian education this year came in the form of a proposal by the Bureau of Indian Affairs to transfer the Bureau's schools to the American Indian Tribes, the States or a third party. The Council opposed this proposal and testified to Congress that the U.S. government must honor its government-to-government policy with the Indian Tribes and continue to support the Bureau's participation in Indian education. On a more positive note, the U.S. Department of Education honored two Indian schools in the "School Recognition Program of 1987." NACIE congratulates these schools and hopes for more Indian education programs to be recognized in the future. These two schools have been mentioned in Part II of this report.

The National Advisory Council on Indian Education appreciates the continued support that the U.S. Congress has given to NACIE to maintain the role of developing recommendations for continued improvement in Indian education.

Sincerely yours,

Buck Martin

W.L. "Buck" Martin
Chairman

NACIE

14th Annual Report

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PART I

INTRODUCTION

The 14th Annual Report of the National Advisory Council on Indian Education (NACIE) is hereby submitted to the President of the United States, the U.S. Congress, and the U.S. Secretary of Education. The report period for fiscal year 1987 is October 1, 1986 through September 30, 1987.

NACIE consists of 15 members who are American Indians and Alaska Natives appointed by the President from lists of nominees furnished, from time to time, by Indian tribes and organizations. They shall represent diverse geographic areas of the country.

Council news items in fiscal year 1987 included: the appointment of new Council members, Andrea Barlow, Rev. James A. Hunt, and the reappointment of Robert Chiago in May 1987; the appointment of new Council Member Jim Shore and the reappointment of Marie Cox in July 1987; a new NACIE Charter that was approved by Secretary of Education William J. Bennett; and a NACIE "search" for a new permanent Director of the Office of Indian Education Programs (IEP), U.S. Department of Education. Please see Part II of this 14th Annual Report for a list of all congressionally mandated functions and FY'87 activities.

Other FY'87 activities affecting Indian education included the appointment of the Honorable Beryl Dorsett as the new Assistant Secretary of Elementary and Secondary Education, U.S. Department of Education; she replaced the Honorable Lawrence Davenport. For the first time in many years, Indian education leaders held an "Indian Advocates" meeting in January 1987 in Washington, DC, to discuss current issues and legislative actions affecting all aspects of Indian education. And William Demmert was appointed the Commissioner of Education for the State of Alaska.

Several new programs that are available to American Indians were legislated by the U.S. Congress in the past fiscal year, including grants for participation in the Bicentennial of the U.S. Constitution and grant programs funded by the "Drug Free Schools and Communities Act of 1986." The National Endowment for the Humanities started a new outreach program, "Access to Excellence," designed to encourage grant applications from and provide technical assistance to urban, rural and Native American communities across the United States.

This year, the NACIE annual report will include "Effective Title IV Programs 1987" that have been selected by the IEP office. These programs will replace our past "Exemplary Programs." Profiles of Indian Fellowship recipients will remain in this report as in previous reports. Funding levels of all Title IV programs are also included. NACIE recommendations to the U.S. President, U.S. Congress and Secretary of Education can be found in Part III of this report.

NACIE continues to fulfill its congressional mandates on the premise that the Council's advisement improves the quality of educational services for all American Indians and Alaska Natives.

OVERVIEW OF
THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION (NACIE),
A PRESIDENTIALLY-APPOINTED COUNCIL

NACIE is the sole Indian organization designated as an "Executive Agency" of the United States Government.

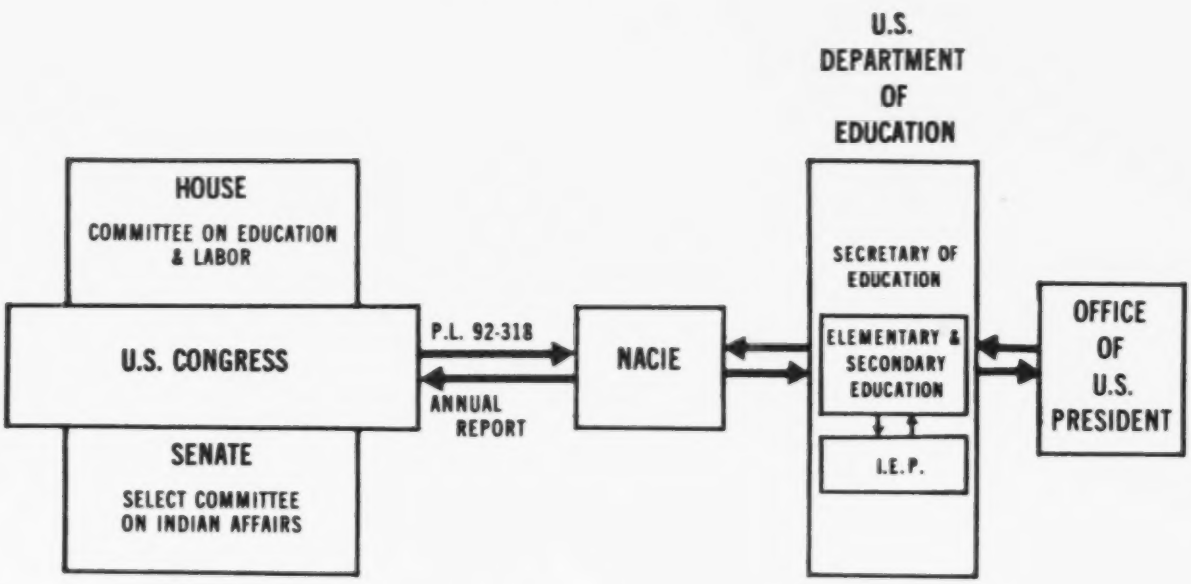

Figure 1

This chart depicts the relationship of NACIE to the United States Congress and to the Executive Branch.

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

Presidential Appointees*

December 1987

Chairman:

Mr. W. Buck Martin (Stockbridge-Munsee)
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Executive Director
United Sioux Tribes of South Dakota
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Mr. Eddie L. Tullis (Creek)
Tribal Chairman
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Atmore, AL 36502
Term Expires 9/29/88

Mr. Robert Youngdeer (Cherokee)
Principal Chief
Eastern Band of Cherokee Indians
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Cherokee, NC 28719
Term Expires 9/29/88

STAFF

Lincoln C. White - Executive Director
Debbie Vozniak - Special Assistant
Denise Bambi Kraus - Program Specialist
Joyce Stanley Bryant - Secretary

* As provided in 5 U.S.C. 1233(b), these members continue to serve until the President appoints their successors.

NATIONAL
ADVISORY COUNCIL
ON INDIAN EDUCATION

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NACIE COMMITTEES

FISCAL YEAR 1987

Executive Committee

Chairperson: Mr. W. Buck Martin
1st Vice Chair: Mr. Eddie Tullis
2nd Vice Chair: Ms. Evalu Russell
1st Member at Large: Ms. Gloria Duus
2nd Member at Large: Mr. Clarence Skye

Government: Legislative, Rules, Regulations & Programs Committee

Chairperson: Dr. Thomas Sawyer
Members: Mr. Robert Brewington
Mr. Louis Bruce
Ms. Marie Cox
Ms. Evalu Russell
Mr. Robert Youngdeer

Technical Assistance, Research & Evaluation Committee

Chairperson: Ms. Evalu Russell
Members: Mr. Robert Brewington
Ms. Christine Harte
Mr. Buck Martin
Mr. Eddie Tullis

Annual Report Committee

Members: Mr. Fred Nicol, Jr.
Mr. Louis Bruce

Search Committee

Executive Committee

Proposal Review Committee

All Council Members

****

STAFF

Executive Director - Mr. Lincoln C. White
Special Assistant - Ms. Debbie Vozniak
Program Specialist - Ms. Bambi Kraus
Secretary/Typist - Ms. Joyce E. Stanley

LEGISLATIVE HISTORY
Fiscal Year 1987

Reauthorization of Public Law 92-318, "Indian Education Act," (Title IV of the Education Amendments of 1972, signed on June 23, 1972) was one of two major legislative issues in fiscal year 1987. Many Indian education organizations, individuals and Congressional committees held preliminary hearings and meetings to help determine the course of the reauthorization of one of the most important legislative acts implemented to meet the unique educational and cultural needs of American Indians and Alaska Natives. The National Advisory Council on Indian Education also called for public testimony on the reauthorization of the Indian Education Act in order to advise the U.S. Congress.

The Indian Education Act established the current U.S. Department of Education's Office of Indian Education Programs (IEP) and the National Advisory Council on Indian Education. The Special Senate Subcommittee on Indian Education conducted the study, "Indian Education: A National Tragedy -- A National Challenge," in 1969 that documented the tragic inadequacy of educational programs for American Indians and Alaska Natives, as well as noting the importance of improving the existing programs. This study was a major impetus in implementing the Indian Education Act.

Three major Congressional acts have served as significant benchmarks to denote the Federal responsibility for Indian education. The Snyder Act (1921) still serves as the basic legislative instrument for a major portion of funds for Federal Indian education programs; the Johnson O'Malley Act (1934) and the Indian Reorganization Act (1934) also provided significant authorization for improved Indian education. Other important legislative actions of the U.S. Congress that have provided authority and affected Indian education include: Public Law 93-380, "Education Amendments of 1974," Public Law 93-638, "Indian Self Determination and Education Assistance Act," Public Law 95-561, "Education Amendments of 1978," Public Law 96-88, "Department of Education Organization Act," and Public Law 98-511, "Education Amendments of 1984."

The other Indian education issue in fiscal year 1987 was the U.S. Department of the Interior, Bureau of Indian Affairs' proposed transfer of certain BIA schools to tribal, state or local control. Testimony presented by NACIE to the House Appropriations Subcommittee on Interior and Related Agencies in March 1987, and to the Senate Select Committee on Indian Affairs in September 1987, opposed the transfer of BIA schools and any programmatic service changes that decrease the amount of Indian participation on school boards.

PART II

NACIE FUNCTIONS AND FISCAL YEAR 1987 ACTIVITIES
October 1, 1986 - September 30, 1987

It is part of NACIE's mandate to advise the Congress and the Secretary of Education on programs benefiting Indian children and adults. More specifically, the Council's mandate by the Indian Education Act (Public Law 92-318), Section 441(a) and Section 442(a), (b), (c), & (d), is to carry out the following:

Mandate 1: **Submit to the Secretary a list of nominees for the position of Director of Indian Education Programs (IEP), each time the position becomes vacant, from which list the Secretary appoints an individual in accordance with Section 441 of the Indian Education Act.**

- In January 1987, the Assistant Secretary for Elementary and Secondary Education, Lawrence Davenport, requested NACIE to conduct another Search for a Director of Indian Education Programs, Office of Elementary and Secondary Education.

- In fiscal year 1987, Senior Executive Service (SES) Vacant Position Announcement Number ED-63 was distributed (opening date of 2/2/87, closing date of 3/20/87).

- NACIE requested funds from the U.S. Department of Education to conduct an official Search for the Director's position. The Council passed a motion to this effect at the full Council meeting held in Portland, Oregon on April 28, 1987.

- The names of 28 applicants were submitted to the Office of Personnel, U.S. Department of Education, Washington, DC. On May 29, 1987, the NACIE Chairman and SES Panel screened all of the eligible applicants and produced a rank-ordered list.

- NACIE Search Committee (Executive Committee) interviewed five candidates for the position of Director in a (closed) meeting held July 9, 1987. The Search Committee reported their rank-ordered list of nominees to the full Council at the July 10, 1987 meeting. The full Council approved the rank-ordered list of nominees.

- An official Search Committee Report was submitted to the Secretary of Education.

Mandate 2: **Advise the Secretary of Education with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children and adults participate from which they can benefit, including Title III of the Impact Aid Act of September 30, 1950 (P.L. 81-874), and Section 810 of Title VIII of The Elementary and Secondary Education Act of 1965 (added as Parts A and B, respectively, of the Indian Education Act by Title IV of P.L. 92-318), and with respect to adequate funding thereof.**

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Mandate 2, continued

- NACIE summarized its Oversight Review responsibility to review grant proposals of Title IV, Parts A, B, and C, and presented its recommendations to the Secretary of Education (see Mandate 3).

- On January 5, 1987, the Bureau of Indian Affairs introduced their fiscal year 1988 budget that included major changes in Indian education programs.

- NACIE held an Executive Committee meeting January 27-28, 1987 in Washington, DC. Major topics discussed included:
  - Outstanding Indian schools funded by the Indian Education Act;
  - Application Review Process;
  - Search for permanent director of Office of Indian Education Programs;
  - Reauthorization of the Indian Education Act.

- NACIE received a letter from the U.S. Department of Education requesting NACIE's recommendations on the reauthorization of the Indian Education Act.

- NACIE submitted testimony to the House Appropriations Subcommittee on Interior and Related Agencies March 4-5, 1987 that stated:

  1. that the U.S. Congress impress upon the Department of Education and the Department of the Interior to have thorough and extensive consultation with the American Indian and Alaska Native constituents before there are any changes in the structure of Federal Indian education programs, and that NACIE is consulted in matters that affect the quality of Indian education;
  2. that the Department of the Interior continue to provide educational services to the Bureau of Indian Affairs schools and that NACIE opposes the transference of the BIA schools to another governing body without the development of research findings to substantiate this transference, and that NACIE is opposed to any programmatic service changes that decrease the amount of Indian participation on school boards;
  3. that the Department of Education keep the Indian Education Programs (Title IV) intact and that any proposed changes be substantiated by research and that American Indians and Alaska Natives are adequately consulted in the development of these proposals; and
  4. that enough funds be appropriated for Federal Indian education programs to compensate for inflationary factors in the U.S. economy so that administrative costs for projects will accommodate necessary salary increases and other contingent expenses.

- NACIE Chairman sent a letter to Senator Daniel K. Inouye stating NACIE concerns on the proposed reauthorization language of the Indian Education Act.

- NACIE Executive Director met with the Assistant Secretary of Elementary and Secondary Education, Ms. Beryl Dorsett.

- On August 17, 1987, Council Member Clarence Skye presented testimony at the Senate Select Committee on Indian Affairs' field hearing in Bismarck, North Dakota.

Mandate 2, continued

- On September 29, 1987, NACIE presented testimony at the Senate Select Committee on Indian Affairs' hearing in Washington, DC. Included in that testimony were NACIE's four major positions: (1) NACIE support for the increase of the number and the retention of qualified Indian personnel for the permanent staff of the Office of Indian Education Programs, U.S. Department of Education; (2) the need to reach a suitable balance between tribal interests and the needs of many Indian children for eligibility of Title IV services; (3) the re-establishment of the Office of Indian Education Programs as an independent agency within the U.S. Department of Education; and (4) that Congress appropriate sufficient funds for Indian education in order to compensate for inflationary factors in the U.S. economy.

Mandate 3: **Review applications for assistance under Title III of the Impact Aid Act of September 30, 1950 (P.L. 81-874), Section 810 of Title VIII of the Elementary and Secondary Act of 1965 as amended, and Section 316 (formerly Section 314) of the Adult Education Act (added as Parts A, B, and C respectively, of the Indian Education Act by Title IV of P.L. 92-318), and make recommendations to the Secretary with respect to their approval.**

- In closed session, the full Council met in Washington to coordinate a review from April 6-9, 1987 on fiscal year 1987 Title IV Proposals and Field Readers Evaluation for:

  - Title IV, Part A-Indian Controlled Schools;
  - Part B-Planning, Pilot and Demonstration Projects and Educational Personnel Development;
  - Part C, Planning, Pilot and Demonstration Projects for Indian Adults program and Education Services for Indian Adults program.

  NACIE submitted the following to the U.S. Secretary of Education as recommendations:

  - that applicants be awarded bonus points whenever there is a firm commitment for matching fund arrangements, e.g. by a tribe, Indian organization or school district;
  - that the Indian Education Programs, U.S. Department of Education, provide more broad based technical assistance to the tribes to facilitate the identification of their educational needs and then to assist them to develop proposals that can meet their goals and objectives. NACIE members have noted this frequently. It is suggested that the contractual agreements with the Title IV Resource and Evaluation Centers require this kind of technical assistance;
  - that the Title IV discretionary grant proposals be evaluated and rated by Field Readers who thoroughly understand the geographical, tribal, cultural and socio-economic differences that exist within the matrix of Indian tribes, Alaska Native villages, both on- and off-reservations throughout the U.S. NACIE notes that some of the evaluators' scores do not reflect, for example, factors such as rural isolation and lack of access to technical assistance resources. The proposals in these cases are not an accurate interpretation of the applicants' educational needs, and may therefore not be scored within the funding range.

Mandate 3 continued

- NACIE also monitored and evaluated applications during April 6-9, 1987, for the Title IV, Indian Fellowship Program of the Indian Education Act. The list of recommendations to the U.S. Secretary of Education from this proposal review stated:

  - that the Field Readers be fully aware that all of the professional fields of study in the Indian Fellowship Program do not require the same levels of "Leadership Potential" for eventual success and effectiveness. For example, fields of study like medicine, science, and engineering do not always deem leadership as the top priority for success;
  - that the U.S. Department of Education return to the practice of using well-qualified Indian professionals from the field as readers in the Indian Fellowship Program application process. It is suggested that Indians who are currently serving as admissions officers, financial aid officers, college administrators, college program directors and counselors in the various higher education institutions throughout the U.S. be recruited as readers starting the next cycle.

Mandate 4: **Evaluate programs and projects carried out under any program of the Department of Education in which Indian children or adults can participate or from which they can benefit, and disseminate the results of such evaluations.**

- NACIE held a full Council meeting in Portland, Oregon from April 28-29, 1987 that included public hearings on the Indian Education Act. The Council also conducted on-site visits to area Indian schools and Indian education projects.

- The U.S. Department of Education announced the 271 winners of its nationwide review of schools in the 1986-87 Secondary School Recognition Program. Two Indian schools were honored in the review of 670 middle, junior high, and senior high schools that were nominated by state departments of education. In the middle/junior high school category, the Bureau of Indian Affairs' Dzilth-na-o-dith-hle Community School of Bloomfield, New Mexico was selected for recognition. The Bureau's Santa Fe Indian School was selected in the senior high school category.

Mandate 5: **Provide technical assistance to Local Educational Agencies and to Indian education agencies, institutions, and organizations to assist them in improving the education of Indian children.**

- NACIE developed, published, and distributed four free issues of the NACIE Newsletter. The Newsletter contained NACIE updates, IEP updates, notifications of Title IV application deadlines, Federal Register announcements, legislative updates on Congressional activities, U.S. Education Department notices, listings of upcoming conferences and meetings of interest to Indian education, current reports and studies, and general information.

Mandate 5 continued

The NACIE Newsletter has a mailing list of over 4,000 individuals and organizations interested in Indian education. This mailing list includes tribal chairpersons, Alaska villages, state departments of education, Congressional members and staff, universities, Title IV grantees, Indian newspapers, national and regional Indian organizations, and regional and local organizations.

- In November 1986, NACIE attended the 18th Annual Conference of the National Indian Education Association in Reno, Nevada.
- NACIE Executive Director attended the U.S. Department of Education's 2nd Annual "Federal and State Partnership to Improve Education Services to Indian Students."
- NACIE Executive Director met with the Directors of the five Title IV Resource and Evaluation Centers on February 11, 1987.
- NACIE staff attended a U.S. Department of Education meeting with the Title IV Resource and Evaluation Center directors and staff of the Joint Dissemination Review Panel office.
- In September 1986, a Council Member attended the National Congress of American Indians mid-year conference in Portland, Oregon on June 24-25, 1987.
- NACIE Executive Director attended the National Congress of American Indians conference in Tampa, Florida on September 21-25, 1987.

Mandate 6: Assist the Secretary of Education in developing criteria and regulations for the administration and evaluation of grants made under Section 303(b) of the Impact Aid Act of September 30, 1950 (P.L. 81-874), added in Part A of the Indian Education Act by Title IV of P.L. 92-318.

- NACIE passed a motion concerning Indian eligibility for Title IV services at the full Council meeting in Portland, Oregon.
- A public law (originally a continuing resolution) was passed during the 99th Congress that maintained current eligibility practices for Title IV services.
- The Office of Indian Education Programs (IEP) consulted with NACIE on developing criteria and regulations to administer and evaluate grants under Public Law 92-318, "The Indian Education Act," as amended.

Mandate 7: Submit to Congress not later than March 31 of each year a report on its activities, which shall include any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate or from which they can benefit, which report shall include a statement of the Council's recommendations to the Secretary with respect to the funding of any such programs.

Mandate 7 continued

- The NACIE Annual Report Committee submitted the 13th Annual Report to Congress for the fiscal year 1986 reporting period by March 31, 1986, as mandated.

Mandate 8: Be consulted by the Secretary of Education regarding the definition of the term "Indian."

DEFINITION

Sec. 453 [Title IV, P.L. 92-318]: For the purpose of this title, the term "Indian" means any individual who (1) is a member of a tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or who is a descendant, in the first or second degree, of any such member, or (2) is considered by the Secretary of the Interior to be an Indian for any purpose, or (3) is an Eskimo or Aleut or other Alaska Native, or (4) is determined to be an Indian under regulations promulgated by the Secretary, after consultation with the National Advisory Council on Indian Education, which regulations shall further define the term "Indian."

PART III

RECOMMENDATIONS

The National Advisory Council on Indian Education recommends that:

1. the Office of Indian Education Programs (IEP) be re-established as an independent agency within the structure of the U.S. Department of Education and the Director of IEP be upgraded to that of an Assistant Secretary who shall report directly to the Secretary of Education.

   NACIE has continued to make this recommendation since the U.S. Department of Education was established as a separate entity in 1979. As stated in previous reports, the Office of Indian Education Programs serves a unique population of Indian students that includes not only elementary and secondary students, but adult education programs, Indian-controlled schools, and undergraduate and graduate student fellowships.

2. Indian Preference be established for the Office of Indian Education Programs (IEP), U.S. Department of Education, and that active recruitment for qualified IEP staff not be limited to hiring from within the Office of Elementary and Secondary Education, U.S. Department of Education, but to a national level of applicants. Those selected to work for IEP should be chosen for their expertise, knowledge, and capabilities gained from working with and for the unique Indian population.

3. Indian eligibility requirements for participation in the programs offered by the Office of Indian Education, U.S. Department of Education, needs clarification.

4. the Office of Indian Education Programs, U.S. Department of Education, maintain a leading role in identifying effective programs from the Indian education programs funded by the U.S. Department of Education.

5. the Federal departments funding Indian education programs, such as the U.S. Department of the Interior and the U.S. Department of Education, continue to consult with the American Indian Tribes and Alaska Natives in determining the direction of Federal Indian education programs. Proposed changes in any federally-funded Indian education program should be substantiated by thorough research, and that American Indians and Alaska Natives be consulted adequately while any proposals for change are developed and before they are submitted to the U.S. Congress.

6. Indian education is a trust responsibility provided to the American Indian Tribes by the United States Government that assures the continued funding of all federally-funded Indian education programs. This responsibility has historical roots in the treaties between the U.S. Government and many Tribes. It is recommended that the U.S. government continue funding of all federally-funded Indian education programs.

7. all Indian education programs of the U.S. Department of Education be funded at levels sufficient for effective programs. Enough funding is needed in these programs to compensate for inflation in the U.S. economy that increases the costs for salaries and administrative costs.

Recommendations, continued

8. the U.S. Department of Education continue to fund the Indian Education Act Resource and Evaluation Centers as they provide valuable services for the Indian education community.

9. the U.S. Department of Education provide more broad-based technical assistance to the American Indian Tribes and Alaska Natives in order to facilitate the identification of their educational needs and goals.

10. the discretionary grant award process of the Indian Education Act discretionary grant proposals be evaluated and rated by field readers that thoroughly understand the geographical, tribal, and cultural and socio-economic differences that exist in Indian country.

PART IV

TITLE IV - MAJOR COMPONENTS

In 1972, the Indian Education Act (Public Law 92-318), as amended, was passed in recognition of the unique educational needs of American Indian and Alaska Native students. This Act concerns the public elementary and secondary education of Indian children and, to some extent, of adults.

Part A • Formula grants to local educational agencies (LEAs) determined by the number of Indian children who are enrolled in LEA schools for:

- supplementary elementary and secondary education programs designed to meet special needs of Indian children
- minor classroom remodeling and equipment

• Discretionary grants to schools on or near reservations that are not LEAs for:

- Indian-controlled elementary and secondary schools

Part B • Discretionary grants to tribal and community organizations, state and local agencies, and federally-supported elementary and secondary schools for children for:

- bilingual and bicultural enrichment projects
- dropout prevention projects
- early childhood projects
- educational personnel development
- fellowship program
- guidance and counseling
- instructional materials and equipment procurement
- planning, pilot and demonstration projects
- remedial and compensatory instruction
- resource and evaluation centers
- special education for the handicapped
- vocational education training

Part C • Discretionary grants for adult Indian education programs for:

- GED preparation programs
- planning, pilot, and demonstration programs
- special programs for adults

Part D • Program administration to:

- operate the Office of Indian Education Programs, U.S. Department of Education, that administers the Indian Education Act
- operate the National Advisory Council on Indian Education

PART V

EFFECTIVE TITLE IV PROGRAMS 1987

In fiscal year 1987, the Office of Indian Education Programs (IEP) started an initiative to nationally recognize effective Title IV projects. This initiative is consistent with Secretary of Education William Bennett's priorities to focus on efforts to encourage development of educational methods and practices to improve school effectiveness. Several Title IV projects were recommended to IEP by the regional Title IV Resource and Evaluation Centers. The following ten Indian education project abstracts were selected and approved by IEP and presented at the National Indian Education Association (NIEA) annual conference held in Bismarck, North Dakota on October 26-30, 1987.

The Office of Indian Education Programs is authorized by the Indian Education Act, P.L. 92-318, Stat. 334, to supplement state, local and tribal education efforts in order to improve the quality of Indian education and to mandate parental community participation to assure proper direction of all local Indian programs. The Act represents a principal federal strategy for addressing the unique and special needs of Indian children and Indian adults. Currently, IEP provides nearly 2000 grants annually to meet the special learning needs of Indian students through grants awarded to public school districts, Indian tribes, Indian organizations, higher education institutions and local education agencies, including state education agencies.

Selection of the Title IV projects for the NIEA Showcase were based on the following criteria: (1) measurable objectives; (2) objective data for evaluation; (3) potential to prove their effectiveness; (4) degree of cross cultural or cross-tribal relevance; (5) potential for replication; (6) high degree of parental community involvement; (7) potential for Program Effectiveness Panel (PEP) submission; and (8) evidence of commitment to prove effectiveness of project.

Certain common elements indicating additional effectiveness occur among the ten projects. Three of the most significant elements appear to be the presence of a high degree of parental participation, strong support by the school superintendent, and a high degree of creative management of available resources. The ten projects exhibit some variation in their context as well as some unique elements within the cultural regions.

Along with these ten project abstracts, we have included profiles of seven Fellowship Recipients to exemplify the range of educational services currently available to Indian students. Information on the five Title IV Resource and Evaluation Centers during fiscal year 1987 is also included.

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Title IV Resource and Evaluation Centers

In previous annual reports, NACIE has included information on the five Title IV Resource and Evaluation Centers that provide specialized training and technical assistance to Title IV grantees, prospective grantees and others. NACIE continues to support the Centers funded under Title IV, Part B Programs.

The Centers were authorized under Public Law 95-561, "Education Amendments of 1978," and started operation in 1980. Each center is a private corporation funded under a competitively awarded contract with the U.S. Department of Education. They serve diversified Indian populations, from rural, isolated communities to urban settings of many large U.S. cities. The number of Title IV grantees in fiscal year 1987 can be divided into five major groups:

Title IV Group	Number of Grantees FY' 85	FY' 86	FY'87
Part A (Formula Grant)	1,131	1,113	1,098
Part A (Indian Controlled Schools)	34	33	28
Part B	71	71	61
Part C (Adult)	28	25	25
Fellowships	221	210	157

Center directors, addresses, and telephone numbers in fiscal year 1987 were:

Center One:

Gwen Shunatona, Director
ORBIS Associates/Native American Resources
1411 "K" Street NW, Suite 200
Washington, DC 20005
202/628-4444

Center Two:

Phillip Baird, Director
United Tribes Educational Technical Center
3315 South Airport Road
Bismarck, ND 58501
701/258-0437

Center Three:

Carol Minugh, Director
United Indians of All Tribes Foundation
1945 Yale Place East
Seattle, WA 98102
206/328-2850

Center Four:

Shirley Hendricks, Director
Southwest Resource and Evaluation Center
2121 South Mill Avenue #218
Tempe, AZ 85282
602/967-9428

Center Five:

Wathene Young, Director
American Indian Resource Center, Inc.
9810 East 42nd Street, Suite 211
Tulsa, OK 74146
918/628-0450

PROJECT ABSTRACT

Chippewa Hills School District
Route 2, Arthur Road
Remus, Michigan 49340
Jim Cross, Project Director

Project Description

The Chippewa Hills Schools Indian Education Project operates under a Title IV, Part A Formula Grant to assist Native American students in improving their school achievements and attitudes towards education. The project focuses on home school coordination and tutoring. The objectives of the project are to: improve the academic skills of students; help students become more dependable and responsible; encourage school retention and to improve their performance in school; enhance student awareness and appreciation of their Indian heritage; and to make students aware of different learning styles. The project serves 252 Indian students of Chippewa and other Michigan tribes. The project director compiles data on student achievement and monitors attitudinal change, makes home visits and conducts classroom presentations on Indian culture. The tutors provide assistance to students in developing basic skills required in specific academic subject matter, and in encouraging students to read books and other materials on Indians.

How It Works

The student monitoring system incorporates several procedures. During the Kindergarten Round-up, student certification data is collected. A list of all eligible students is then given to all the principals and teachers. A follow-up is done by the project director and/or tutors. Home visits are made to build a positive relationship with the parents. At this time, a Tutoring Permission Sheet and "506" update is completed. Tutor observation requests for each student are given to teachers and observation forms are completed on each student every two weeks. This set of information on the computer is updated every two weeks. Data is kept for one year. Personalized plan of action is devised primarily for D+ and E students. The tutor keeps monthly calendar tracking contacts and records on absenteeism and no-shows. Principals are notified and letters are sent to parents of delinquent students. Monthly staff meetings are held to discuss problems, compare notes on individual students and to consider follow-up activities. Achievement is compared between Indian and non-Indian students.

Why It Works

The monitoring system works because all factors are accounted for that potentially affect student performance. This information is collected and reviewed regularly by all the staff; individual student's data is reviewed more extensively as needed. All problems arising from a specific learning style are accounted for and the tutors and classroom teachers are made aware of the specific student's classroom behavior.

What Works Most Effectively

The most effective factor of this project is the comprehensive approach used in monitoring student progress by the project director and the tutors. The monitoring system collects information that will help the staff to intervene and prevent certain factors from affecting student school achievement, e.g., negative attitudes about school, poor attendance, low self-esteem, and differences in learning style.

How Project Proves Its Effectiveness

The effectiveness of the project will be determined by Indian and non-Indian student data. A t-test as well as non-parametric measures on the Stanford Achievement Test (SAT) data and report card data (in reading, English and math) will be used to analyze the data. While t-test analysis was performed on a limited sample of high school SAT scores, little statistical significance was found. It is anticipated that data on the lower grades and on report card data using different analysis will yield a different significant level.

Uniqueness of Project

The project is unique in that it uses a systematic data collection and review procedures. The project staff feels that it has merit as a model comprehensive tracking system for other similar programs.

PROJECT ABSTRACT

Madison County Schools
Box 226
Huntsville, Alabama 35804
Mary Long, Project Director

Project Description

The Madison County Schools Indian Education Program, funded under a Title IV, Part A grant, incorporates a cultural instruction program and computer skills development using parent volunteers to develop cultural materials for classroom use and to serve as aides in computer classrooms.

In this project, 714 Indian students are scheduled to attend one 45-minute computerized tutorial session per week; 700 grade K-8 students will attend cultural classes 2 times per month for 1 semester; 200 grade 9-12 Indian students will receive supplemental cultural heritage materials through their social studies, English and computer classes; 750 Indian students will receive cultural heritage information in their social studies, language arts, physical education and home economics classes; 200 students from grades 5, and 9-12 will attend a field trip to a Native American historical site; and 50 high school Indian students will successfully complete specialized instruction in areas such as newsletters, reporting, photography, Indian arts and crafts, and information on fellowship grants for college.

This project serves 1042 Indian students, primarily of Echota Cherokee heritage. The project is designed to develop programs which can be utilized by all school district teachers and personnel.

The Cultural Instruction Program includes a cultural heritage curriculum which first started as a supplement to the regular social studies curriculum in grades K-12, and will be incorporated into all other subject areas. The computer component will give students additional basic academic skills by serving as a tutorial aid that will also familiarize them with the computer and its capabilities.

How It Works

The project director sends out notices about the program to all Indian parents at each school requesting their attendance at the volunteers' meeting. Past volunteers are invited to meet with all new interested parents in order to provide additional support to the program. At that time, a volunteer handbook is reviewed and forms are completed. The handbook includes a timesheet and guidelines for serving as a volunteer. The cultural instructor meets with parent volunteers to assist in the cultural component. The project director meets with parent volunteers to serve as monitors in the computer classes. Parent volunteers are trained in their respective duties. Additional training is provided as needed. A computer demonstration or cultural lesson is presented at each monthly parent committee meeting to offer further training. Fellowship Grant Committee parents assist in the program by organizing and disseminating information on higher education opportunities for Indian students.

Why It Works

The parent volunteer program is successful because parents are "contracted" to perform specific project-related functions. The parent committee is structured so that both faculty and parents at each school are represented, who are actively recruited and encouraged to participate.

What Works Most Effectively

The successful practice is a comprehensive parent volunteer program in which parents assist the Cultural Heritage Resource Teacher in the classroom and in developing materials. They also monitor the students in the computer education classes.

How Project Proves Its Effectiveness

The project will prove its effectiveness by conducting an assessment of data on teacher, parent and student attitudes.

Uniqueness of Project

The Indian parents in this project have been seen as a positive resource for the school district; some have since been hired as computer skills instructors or as monitors for students in the classrooms. The use of parents as volunteers is infrequently considered by many projects.

PROJECT ABSTRACT

Alcohol and Drug Abuse Prevention and Education Project
Turtle Mountain Community School
Belcourt School District #7
Belcourt, North Dakota
Mike Vann, Project Director

Project Description

The Turtle Mountain Alcohol and Drug Abuse Education Project is funded under a Title IV, Part B Demonstration grant to address the problem of alcohol and drug use in schools. Based on a needs assessment survey and school records, problems such as high drop-out rates, poor self-concept, poor attendance, negative attitudes, high incidence of student physical confrontation, low academic achievement and tardiness were found to be directly and indirectly associated with drug and alcohol usage. The project serves approximately 1400 students in grades K-12 from the Turtle Mountain Chippewa Indian Reservation.

Why It Works

During the past year, the school received a Title IV, Part B discretionary grant to pilot test a plan that integrated an alcohol and drug abuse prevention strategy into a school curriculum for grades K-12. This year the project will demonstrate the effectiveness of this plan to other schools within the state.

How It Works

The project consists of an integration plan that incorporates primary prevention into the school curriculum at all three educational levels of the target student population, i.e., Elementary level has education and awareness, Middle school level has education and prevention, and High School level has education, prevention and intervention activities.

What Works Most Effectively

The Turtle Mountain Community School Alcohol and Drug Abuse Educational Component has shown positive results in the following ways: 1) students and school staff are more able to resist peer pressure and have found at least one positive way to refuse a friend's offer of a drink or a drug substance; 2) students and staff are able to identify at least three alternative choices that have been useful in avoidance of drinking or drug usage; 3) students and staff are able to identify at least three resource people with whom they can seek counseling assistance in the event of alcohol or drug involvement; and 4) students have become more knowledgeable about the dangerous effects of different prescription and nonprescription drugs.

How Project Proves Its Effectiveness

The project is comprised of the following evaluation measures in its test for effectiveness: CAT tests, school statistics, pre- and post- tests, and student records.

Uniqueness of Project

The project has received a planning grant and an additional grant to pilot test the project.

PROJECT ABSTRACT

Indian Education Project-Urban
St. Paul Public Schools Independent District #625
St. Paul, Minnesota
Loretta Gagnon-Torres, Project Director

Project Description

The St. Paul Public Schools Indian Education Project addresses the need to increase the number of graduating American Indian students by enhancing the supportive services available, by providing cultural enrichment and tutorial assistance, and actively involving parents in the education of their children. The project serves 927 students who are primarily from the Ojibwe, Dakota, and Winnebago tribes and other tribes across the United States. The project is based on needs data drawn from the public school Indian district which shows attendance, retention and graduation rates among American Indian students to be much lower than that of the non-Indian students.

How It Works

The needs of the students are being addressed through supportive social services, cultural enrichment and academic assistance through tutoring. Cultural club activities are offered for the students. This program actively involves parents in the education of their children.

Why It Works

The students receive intensive counseling and cultural support services in the project.

What Works Most Effectively

Indian students receiving individual and or group counseling on a regular basis have demonstrated improved academic performance in at least two subject areas based on the student final grading period of the previous year. Indian students receiving support services have increased their school attendance during previous marking periods and Indian students who participate in cultural groups and cultural activities will increase their knowledge of Indian culture as measured by program cultural pre- and post-tests.

How Project Proves Its Effectiveness

The project will employ the following measures in its evaluation: final grades, pre- and post- cultural tests, pre- and post- tutoring grades, individual goal sheets, and student and group profiles.

Uniqueness of Project

The project is a unique Indian project within a metropolitan area that is receiving not only optimal cooperation from parents but the teachers are also committed to making Indian student achievement a reality by incorporating a cultural support system into the classroom.

PROJECT ABSTRACT

Ferndale Public Schools
P.O. Box 698
Ferndale, Washington
Laverne Lane Oreiro, Coordinator

Project Description

The Ferndale Indian Education Project addresses two major goals of increasing student reading and study skills, and providing cultural awareness for children in grades 9-12. The class objectives are to increase reading ability, achieve a higher level of passing grades, and increase average student attendance. Indian students are encouraged to participate in various cultural activities and join the Chus Quin Club for cultural awareness. These goals also respond to other needs such as peer group counseling, alcohol and drug prevention, increasing self-esteem, and encouraging parents and community in project participation.

How It Works

The structure and environment of the project lends itself to certain results. The students are assigned to the Reading and Studies Skills Class as a part of their regular courses. Students are given opportunities to express themselves as students, people and Indians. They begin to appreciate themselves for what they are, thus generating self-esteem. Cultural identity is part of this endeavor and is addressed in the Study Skills Class and in other classes that offer cultural activities. There is also an Indian Club. This project helps to eliminate negative stereotypes non-Indian students may have toward Indian students that encourages growth for both the Native and non-Native students.

Why It Works

Students are absent less frequently, which contributes to their higher grades. Absences appear to be tied to selfesteem and parent involvement. Student testimonies show that students use the class for academic purposes and as a place to come and relax, and share problems and support. Self-esteem is also enhanced by the cultural awareness element.

What Works Most Effectively

The study skills class has encouraged students to increase reading skills and assisted them in obtaining higher grades in various courses. Students also show a higher sense of self-esteem.

How Project Proves Its Effectiveness

The project has shown success with objective and subjective data. Records indicate that students are missing less days of school, achieving more passing grades, participating in more school activities, and increasing the graduating class. Students testify that the course has helped them in many ways, including feeling better about themselves.

Uniqueness of Project

The most unique aspect of this program is its strong community, parent involvement and school administrative support. Parents participate through the parent committees who share their cultural knowledge with the students during school cultural awareness activities.

PROGRAM ABSTRACT

Kodiak Area Native Association
402 Center Avenue
Kodiak, Alaska 99615
Diedre Bailey, Project Director

Project Description

The Kodiak Area Native Association (KANA) Youth Leadership Development Project is funded under the Title IV, Part B discretionary grant program to provide services for the Native American youth ages 12-18 in the Kodiak region of Alaska. In 1986-87, the KANA Youth Leadership Project focused its attention on increasing awareness of their Alaska Native corporation, native issues, their rights and responsibilities, and life-coping skills. In 1987-88, the project will focus its activities on impacting on the educational, social, and physical well-being of youth and on development of self-esteem by implementing a physical fitness self-awareness program.

How It Works

The Youth Leadership Project intends to use a multimedia approach in developing a strong awareness of self determination among Native youth of the Kodiak region. Youth participants in the personal development program will receive individual counseling in addition to group activities which will include a Youth Conference. Youth conferences in the 1986 project included 55 students from the villages of the Kodiak region and from the city of Kodiak. Representatives included members of the Koniag Tribe, as well as other tribes in Alaska and the lower 48 states. Students will also participate in a broadcasting program as part of the leadership development activities. Students will also be participating in the annual NIEA conference to discuss youth issues in 1991. Students will also develop a curriculum for dissemination.

Why It Works

This program was designed by the students and parents themselves. Active participation by youth and other tribal leaders was a major factor in the success of the project. Youth presenters also helped to enhance the project; individual assessments helped students define their own needs. The youth conference addressed topics on stress management, depression and other current issues of the Alaska Native Claims Settlement Act. Participating students have also given workshops to other adult and youth groups.

What Works Most Effectively

The Youth Conference was a very successful element in the 1986 project because the students became active participants. Individual assessments were made to determine the success of the project.

How Project Proves Its Effectiveness

Seventy percent of the participants will show an increase in their personal and academic achievement; and ninety percent of participants will enroll in post secondary training or at an institute of higher education.

Uniqueness of Project

The program uses a holistic approach to youth development that also uses individual assessment to evaluate the project. The broadcasting program will also provide communication skills to enhance youth development.

PROJECT ABSTRACT

Competency Testing: A Cultural Approach
Santa Fe Indian School
P.O. Box 5335
Santa Fe, New Mexico
Carol Weahkee, Special Programs Administrator

Project Description

The Santa Fe Indian School is an Indian controlled school that was funded in 1986-87 under a Title IV, Part B demonstration program to conduct a project on Competency Testing - Using a Cultural Approach. The school serves 500 Indian youth in grades 7-12. Students enrolled at the school are primarily from the nineteen Pueblos, Jicarilla Apache, Mescalero, and Navajo tribes. There are also a few other students from non-Southwestern tribes. The project was designed to identify and test appropriate competencies for Indian students. The testing program was developed to accurately reflect what is taught at the Santa Fe Indian School; to test for bicultural competency; to make certain that SFIS graduates are academically proficient; to assist the teaching staff in determining appropriate student placement, and to meet and exceed the competency testing in the State of New Mexico.

How It Works

Competencies from an Indian perspective were identified for each of the four basic departments: language arts, social studies, science and mathematics. The first draft of the criterion reference test was developed, field tested and the results analyzed. The test was designed for the purpose of measuring student achievement on the competencies.

At the end of the project year, competencies were compared to existing objectives in the school curriculum in the areas of math, science, language arts, and social studies. Also at the end of the project year, a planning effort on the part of the staff, parents and school documented the competencies reflective of both high academic standards as well as being culturally related to the specific needs of the student population. Additionally, at the end of the project year, adopted competencies were incorporated into criterion referenced tests. In May 1987, the criterion referenced tests were administered to all students in grades 7-12 as a field test. By June 1987, data from the field test experiment was analyzed and formed the basis of test and curriculum modification.

The first draft still needs more work but the process has begun. The entire process has generated questions and provoked discussions that have led to further test items and form revisions. In addition, it has generated considerable involvement from the parent and school communities.

Why It Works

A Project Director with background in both curriculum and testing was hired to implement the objectives of the project. The Director worked closely with teachers, the Parent Advisory Council, students, parents, tribal leaders, former students and the Board of Education in the identification of competencies and the development of the instrument. Personnel from the State Department of Education and the University of New Mexico were involved in all stages of the project.

What Works Most Effectively

The most effective aspects of the program are: 1) a serious curriculum dialogue had begun between school administration, staff, students, parents and tribal leaders about where the Schools' educational program has been and where it is going in the next few years; 2) involvement of the teaching staff in the process has created a sense of ownership of the project, its goals, objectives, and products; 3) consensus was arrived at definitions such as proficiency, competency, exit competencies, etc.; 4) development of a multimodal test which tests what is being taught at SFIS and/or what should be taught from an Indian perspective; 5) development of a test with high standards; 6) clear first round statements of curriculum expectations via assessment tools designed; 7) preliminary data collected on student performance; and 8) established good contacts and support from the State Department of Education Evaluation Unit as well as from the University of New Mexico Department of Educational Foundations and Curriculum and Instruction departments.

How Project Proves Its Effectiveness

Long range implications include the development of school norms for our Indian student body, and the test can be used as a pre- test, check point, and exit level examination. The school would be assured that the graduation diploma means that students are competent, and the test would be used as a curriculum evaluation instrument, and a catalyst for curriculum change.

Uniqueness of the Project

This test development process can be a model process for the development of culturally related testing instruments.

PROJECT ABSTRACT

Pathways Project
Affiliation of Arizona Indian Centers, Inc.
2721 North Central Avenue, Suite 814
Phoenix, Arizona 85004
Joy Hanley, Executive Director

Description of Project

Pathways Project, funded in 1986-87 under a Title IV, Part C discretionary grant program provided a culture-based basic skills curriculum for the Southwestern Adult Education Programs and others. The project was designed to improve basic literacy skills which enhanced employment and educational opportunities for Indian adults.

How It Works

Pathways, a culture-based, "scoped" and sequenced curriculum covers basic reading and writing skills at the ABE and pre-GED levels which is equivalent to grades 3 through 8. The set contains six reading and six writing levels for a carefully constructed program of skills development and practical application. There is also a Continuum, which ensures a systematic presentation of skills, and a teacher's implementation handbook designed for teachers utilizing Pathways materials in accordance with recommended procedures.

Why It Works

The cultural aspect of the curriculum design is based on an extensive use of Southwestern Indian cultural knowledge involving myths, legends, history, geography, architecture, religion, medicine, social practices, government, fine arts and agriculture. Effective methods for enhancing learning are provided in the teacher's guides.

What Works Most Effectively

Pathways is designed for individualized and group instruction taking into consideration student placement, skills acquisition and reinforcement, and immediate feedback. It has been found to be ideal for cross-cultural programs and as supplementary materials in many educational programs for the various age groups.

How Project Proves Its Effectiveness

Pathways curriculum is effective because the culture-based content reinforces pride in Native American heritage, heightens student interest, and improves student retention rates.

PROJECT ABSTRACT

Durant Indian Education Program
1801 University
Durant, Oklahoma
Beverly Nelson, Project Director

Project Description

The Durant Indian Education Program is a comprehensive project funded by Title IV, Part A of the Indian Education Act. The project includes a tutoring component, a health assistance component, and a student incentive component. The project objectives are to provide tutoring to 85% of the Indian students who will show improvement on the teacher evaluation, numerical average or letter grade; student self assessment and passing grade in the subject being tutored. The second objective of the project is 100% of all Title IV students who meet the requirements in the incentive program will be recognized for their achievement either for letter grades, numerical average or attendance or in both areas. The final objective is 100% of all eligible K-12 Indian students will receive physical health care when requested.

The project serves 329 Indian students (10.5% of the total district enrollment) in the small, south-central town of Durant, Oklahoma. The project serves grades K-12 Indian students who are primarily Choctaw, one of the Five Civilized Tribes of Oklahoma.

How It Works

The Program Director, who is the only staff person for the program, is responsible for contacting teachers to advertise the program, distributing record keeping forms to each classroom in which there are Indian students enrolled, and collecting the forms each nine weeks. The Director prepares a list of all Indian students, then breaks the master list down into classroom lists. A whole year of data may be entered on a single page. By keeping the form simple, and by preparing it for each classroom teacher, the Director is more likely to receive cooperation from classroom teachers. In addition to keeping classroom teachers informed, the Director sends program information to the home via the student and through the mail. The letter describes the award system so that both student and parents know the criteria for the program. The criteria for each nine week period are: a 4.00 GPA; a 3.00 GPA (no C grades accepted); perfect attendance; and two days or less of excused absences.

Why It Works

The primary reason for the success of the component is student interest in attaining a tangible reward for academic success and/or good attendance, and secondarily due to increased parental interest in student achievement. The awards are presented immediately after each nine-week period. This immediate and positive reinforcement of student achievement encourages students to attend school regularly, and gives them an incentive to achieve good grades.

What Works Most Effectively

The most effective component of the project is the incentive award program, which addresses the problem of student absenteeism and low academic achievement. The Incentive Award Program recognizes student accomplishments each nine-week grading period for their academic achievement or school attendance.

How Project Proves Its Effectiveness

The project has proven itself effective as a result of the high percentage of Indian students who receive recognition. For 1986-87, 94% of the 324 enrolled students met the criteria for achievement established by the Parent Committee. Forty-two percent of the Indian students met those requirements all four of the nine week periods.

Uniqueness of Project

The fact that any student can attain an award is one of the reasons for the success of the program. The program is not restricted only to those students who are high academic achievers and it is unlike most student recognition programs for which students must wait until the end of the year.

PROJECT ABSTRACT

American Indian Research and Development, Inc.
1634 Halley Drive, Building 801
Norman, Oklahoma
Stuart A. Tonemah, Executive Director

Description of Project

Explorations in Creativity (EIC) is designed to provide qualitatively superior and differentiated educational experiences to 200 gifted and talented American Indians and Alaska Native students from 23 states. EIC provided holistic educational services through two sessions, one for Junior High age students (12-14, N=77) and one for Senior High Students (15-18, N=69). Courses were offered in eleven areas: mathematics, science, computer education, language arts, vocal music, athletics, two and three dimensional art, dance and theatre arts. Students were selected by using the American Indian Gifted and Talented Assessment Model (AIRD, Inc. 1985) which also identified potential gifted and talented Indian students. EIC students received 39 hours per week of instruction (2 weeks for Jr. High; 3 1/2 weeks for Senior High). Each student had an Individual Education Plan developed for him/her for their major, minor and elective courses, all of which were product oriented.

The curriculum included culturally-relevant materials and was based on gifted/talented methodologies including continuous progress, enrichment, exclusive grouping, and independent and group study.

Each day was divided into instructional, recreational, counseling and leadership sessions. An average day included four hours in a major, two hours in a minor, one hour in an elective, one hour of recreation/fitness, one hour of leadership training-tribal cultural activities, one hour of counseling or group interaction, three hours for meals, and two hours free time. EIC had a No Junk Food policy. Leadership, Tribal-Cultural Activities, Critical Thinking and Problem-Solving activities were integrated throughout both sessions. Indian role models, field trips, artist-in-residence and exhibits/demonstrations were also a part of EIC.

How It Works

Both students and staff were screened to meet criteria established by AIRD, Inc. and its project Advisory Board. AIRD, Inc. theorized prior to the implementation of EIC I and II, that the mix of outstanding people, both students and staff, could produce dynamic interaction which would result in two-way learning experiences that would be internalized. By selecting students (using the AIGTAM) and soliciting and securing instructors/staff, an environment was created in which the students were supportive of one another in achieving excellence, they felt positive about being gifted and talented, and they were comfortable in being Indian. An emphasis was placed on all three concepts.

E[illegible] course included Indian culture, each speaker emphasized Ind[illegible] culture or achievement, field trips exposed EIC students to

Indian culture, and leadership activities and problem solving activities promoted students to explore their creativity, their critical thinking skills and to plan for the future. In as much as possible, every aspect was designed to challenge, guide and stimulate the students to consider their future role in the milieu of Indian affairs.

Why It Works

EIC administration and staff all understood prior to EIC that they would be working with outstanding Indian students. We felt that if we could provide stimulating educational experiences with a tribal/cultural orientation, that the students could make a difference in the future of Indian affairs. The product orientation placed expectations on the students, but in reality, it may not have been needed because the majority of the students were highly motivated and placed their own expectations on themselves. The mixing of outstanding students with outstanding instructors produced outstanding learning experiences and personal relations.

What Works Most Effectively

The exclusive grouping of American Indian and Alaska Natives produced an environment that supported or reinforced their tribal-cultural background, provided an opportunity to seek excellence without intimidation, and enabled students to share with other Indian/Alaska Native students their identity as tribal people and to learn from each other. The opportunity to work with outstanding teachers provided a variety of stimuli for students to explore their limits. The EIC students became very close and became accepting of individual differences, degree of blood, gifts and talent(s), and were supportive of efforts to achieve.

How Project Proves Its Effectiveness

Feedback from EIC students indicate an increased awareness of their capabilities, who they are as Indian people and an appreciation of other Indian students skills similar to theirs. Many of the students have come to believe more in themselves and their ability to do anything they set their minds to do. Many of the students feel good about being Indian and many are seeking to incorporate more Indian culture into their lives. Many EIC students are in contact with other EIC students to maintain communications and friendships. Because of these things that resulted from EIC, many students are pursuing leadership roles in their own schools, are striving for better grades and are attending and participating in Indian activities in which they did not do prior to EIC. The true measure will be determined by the number of students who become leaders within their tribes.

Uniqueness of Project

Explorations in Creativity is unique in that: all students are Indian; the faculty was comprised of 98% Indian; EIC was held on a Bureau of Indian Affairs high school campus; the curriculum was of a holistic nature; all students and staff were motivated; all students were gifted and/or talented Indian students; students were provided Indian role models and cultural experiences; there was intensive instruction which was product oriented; the program utilized individual Education Plans; only served Jr. High and Sr. High school students; and the program was a separate and tailored learning experience to each group.

INDIAN FELLOWSHIP RECIPIENTS

Recipient: Robert Guenther
Anchorage, Alaska

Area of Study: Business Administration (Graduate)
University of Southern California

Mr. Guenther, an Aleut, is enrolled at the University of Southern California seeking his Master's of Business Administration. Prior to entering his MBA Studies program, Mr. Guenther served as an intern for the Aleut Corporation, an Alaskan based native regional corporation.

Mr. Guenther plans to return to the Aleut Corporation where he hopes to use his MBA training to make informed decisions concerning the direction of the Aleut Corporation in areas of investments and shareholder affairs.

Recipient: Vernon Donald Azure
Bismarck, North Dakota

Area of Study: Medicine
University of North Dakota

Mr. Azure is a member of the Turtle Mountain Chippewa Tribe who attends the University of North Dakota's School of Medicine through the Indians into Medicine Program (INMED).

While studying for his MD, Mr. Azure has served as an effective role model for Indian students as an instructor for INMED's summer Medical Prep Program for pre-medical students.

After completing his MD degree, he plans to return to Belcourte, North Dakota with his wife and two young sons and serve his people as a permanent physician. His major goals are to inspire trust among Indian patients and to work to alleviate the major medical problems which plague Indian people such as diabetes and alcoholism.

Recipient: Karen Lee Foster
Seattle, Washington

Area of Study: Law
Harvard Law School

Ms. Sharp, a member of the Yakima Indian Nation, obtained her juris doctorate at Harvard Law School this past spring. She says, "I look forward to molding my knowledge into a productive legal career that will make a difference to Indian people."

Ms. Sharp served as a delegate to the Annual Meeting of the National American Indian Law Students Association (AILSA) in 1986. She also served as a regional recruiter for AILSA visiting with college students in her home state of Washington. She not only encouraged these students to apply to Harvard, but most of all she encouraged them to pursue their dreams. "By pursuing my dreams, I have found the opportunity to make a difference in the world," Sharp said.

Recipient: Vanessa Riffel
Anadarko, Oklahoma

Area of Study: Engineering (Graduate)
University of Oklahoma

Ms. Riffel, a member of the Wichita and Affiliated Tribes of Oklahoma, is enrolled this fall in the University of Oklahoma's Engineering College Computer Science Program. While struggling to complete a few courses at a time and raising two children, she worked under a grant conducting research for potential tribal development for the Kiowa Tribe of Oklahoma. "This opened my eyes to the future of Indian country. I realized that the Indian tribes in this area are just now entering the industrial age, and the future is limitless," she says.

She gained her determination to complete her undergraduate degree in business administration on a full-time basis, averaging 20 hours a semester. She was able to make the regents honor roll and also receive an A.T. Anderson Memorial Scholarship from the American Indian Science and Engineering Society.

Ms. Riffel hopes to use her knowledge to help the Indian tribes living in her area compete with the other local technological industries.

Recipient: Karen Loraine Saul
College Station, Texas

Area of Study: Education (Graduate)
Texas A&M University

Ms. Saul, a member of the Cherokee Nation of Oklahoma, attends Texas A&M University. She is pursuing a Master's of Science degree in physical education with emphasis in exercise physiology, an area which combines physical education and science, her two favorite activities.

While teaching science and coaching sport activities at a high school in Tularosa, New Mexico, Ms. Saul became involved with the American Indian Science and Engineering Society (AISES). She participated in AISES summer workshops and developed lesson plans which focused on specific Indian customs and problems related to science. Through this involvement, Ms. Saul believes that improvement comes through education which can still be within the beliefs and ideals of American Indian culture.

Once Ms. Saul has completed her Master's of Science degree, she would like to continue sharing her knowledge and skills with Indian students and teachers.

Recipient: Lance Richmond
Kent, Connecticut

Area of Study: Natural Resources
University of Connecticut

Mr. Richmond is a member of the St. Regis Mohawk tribe and studies Marine Biology at the University of Connecticut. Mr. Richmond believes that the ocean holds many answers to today's problems with its unlimited population of fish and plant life as a means of reducing world hunger.

After completing his studies, Mr. Richmond would like to assist northern Atlantic coastal tribal communities in economic development projects focused on ocean resources.

Recipient: John Robert Fairbanks
Sauk Rapids, Minnesota

Area of Study: Psychology (Graduate)
St. Cloud State University

Mr. Fairbanks, a Minnesota Chippewa, is working towards a master's degree in counseling psychology at St. Cloud State University at St. Cloud, Minnesota. Mr. Fairbanks grew up in northern Minnesota near the Leech Lake Indian Reservation. He is married and has two young children.

Mr. Fairbanks is committed to helping people with serious problems related to chemical dependency. "I understand what it is like to need help and I care how other people feel," he says.

After completing his graduate studies, Mr. Fairbanks would like to serve as a counseling psychologist for an Indian community.

APPENDIX A

TITLE IV FISCAL YEAR 1987 FUNDING ON A STATE-BY-STATE BASIS FOR PARTS A, A (NON-LEA), B, AND C AND INDIAN FELLOWSHIPS

These five tables show the state-by-state distribution of funds awarded to Title IV grantees in Parts A, A, Non-LEA (Indian Controlled Schools), B, C, and the Indian Fellowships for fiscal year 1987. These programs and fellowships are managed by the Office of Indian Education Programs within the Office of Elementary and Secondary Education in the U. S. Department of Education. This data comes from U.S. Department of Education records and represents actual expenditures.

A SUMMARY OF FEDERAL FUNDS APPROPRIATED BY THE CONGRESS OF THE UNITED STATES IN SUPPORT OF TITLE IV-THE INDIAN EDUCATION ACT OF 1972

(IN THOUSANDS OF DOLLARS)

Fiscal Year	Part A	Part B	Part C	ADMIN.	TOTAL
1973	$11,500	$ 5,000	$ 500	$1,000	$18,000
1974	25,000	12,000	3,000	1,759	41,759
1975	25,000	12,000	3,000	2,000	42,000
1976	35,000	16,000	4,000	2,055	57,055
1977	37,000	14,080	4,200	1,932	57,212
1978	38,850	14,400	4,410	2,072	59,732
1979	48,000	15,500	5,930	2,305	71,735
1980	52,000	15,600	5,830	2,470	75,900
1981	58,250	14,500	5,430	3,500	81,680
1982	54,960	14,880	5,213	2,799	77,852
1983	48,465	12,600	5,531	2,589	69,185
1984	50,900	12,000	3,000	2,880	68,780
1985	50,323	11,760	2,940	2,381	67,404
1986*	47,870	11,301	2,797	2,219	64,187
1987	47,200	11,568	3,000	2,268	64,036

* Indicates amount after 4.3% adjustment for Gramm-Rudman-Hollings deficit reduction act.

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APPENDIX A

TABLE 1

TITLE IV, PART A -- LOCAL EDUCATIONAL AGENCIES (LEA)
(Formula Grant Program)
State-by-State Distribution of FY 1987 Funds

State	Number of Grants	Amount
ALABAMA	12	$ 809,923
ALASKA	47	6,489,615
ARIZONA	66	4,257,963
ARKANSAS	1	33,262
CALIFORNIA	117	3,460,287
COLORADO	6	193,220
CONNECTICUT	2	22,464
FLORIDA	6	72,641
HAWAII	1	12,219
IDAHO	12	177,134
ILLINOIS	1	103,009
INDIANA	1	11,595
IOWA	4	111,767
KANSAS	7	182,971
LOUISIANA	8	346,113
MAINE	4	49,656
MARYLAND	5	145,415
MASSACHUSETTS	3	90,633
MICHIGAN	70	1,824,339
MINNESOTA	53	1,731,245
MISSISSIPPI	2	8,571
MISSOURI	1	1,852
MONTANA	35	1,643,967
NEBRASKA	8	269,741
NEVADA	13	328,951
NEW JERSEY	3	60,878
NEW MEXICO	28	3,465,012
NEW YORK	16	969,032
NORTH CAROLINA	23	1,695,034
NORTH DAKOTA	23	738,181
OHIO	2	36,683
OKLAHOMA	313	7,819,125
OREGON	22	802,527
RHODE ISLAND	1	35,610
SOUTH DAKOTA	37	1,238,543
TEXAS	4	72,858
UTAH	14	472,117
VERMONT	1	71,487
VIRGINIA	2	15,945
WASHINGTON	76	2,381,734
WISCONSIN	42	1,100,207
WYOMING	6	322,156
TOTALS	1,098	$43,675,682

APPENDIX A

TABLE 2

TITLE IV, PART A -- INDIAN CONTROLLED SCHOOLS (NON-LEA)
State-by-State Distribution of FY 1987 Funds

State	Number of Grants	Amount
ARIZONA	2	254,087
KANSAS	2	254,713
MINNESOTA	6	862,003
MONTANA	3	312,960
NEW MEXICO	3	374,561
NORTH DAKOTA	1	32,735
OKLAHOMA	3	389,632
SOUTH DAKOTA	5	692,617
WASHINGTON	2	189,381
WYOMING	1	137,311
TOTALS	28	$ 3,500,000

APPENDIX A

TABLE 3

TITLE IV, PART B
State-by-State Distribution of FY 1987 Funds

EDUCATIONAL SERVICES AND PLANNING, PILOT AND DEMONSTRATION PROGRAMS

State	Number of Grants	Total Funds
ALASKA	4	$ 377,339
ARIZONA	3	318,221
DISTRICT OF COLUMBIA	1	105,626
KANSAS	1	159,663
MASSACHUSETTS	1	101,460
MINNESOTA	6	1,128,986
MISSISSIPPI	2	271,070
MONTANA	3	302,664
NEBRASKA	2	164,995
NEVADA	1	91,406
NEW MEXICO	3	375,357
NEW YORK	2	188,546
NORTH DAKOTA	3	471,709
OKLAHOMA	3	358,476
UTAH	1	105,610
WASHINGTON	6	712,324
WISCONSIN	3	411,548
TOTALS	45	$ 5,645,000

EDUCATIONAL PERSONNEL DEVELOPMENT

State	Number of Grants	Total Funds
CALIFORNIA	1	70,310
MONTANA	2	427,410
NORTH DAKOTA	1	183,293
OKLAHOMA	5	650,850
SOUTH DAKOTA	3	375,105
UTAH	1	151,110
WISCONSIN	2	254,147
WYOMING	1	149,775
TOTALS	16	2,262,000

APPENDIX A

TABLE 4

TITLE IV, PART C -- SPECIAL PROGRAMS FOR INDIAN ADULTS
State-by-State Distribution of FY 1987 Funds

State	Number of Grants	Total Funds
ALASKA	1	$ 93,663
IDAHO	1	142,332
MASSACHUSETTS	1	110,806
MICHIGAN	1	65,648
MINNESOTA	3	396,528
MISSISSIPPI	1	289,463
MONTANA	4	557,530
NEVADA	1	93,290
NEW MEXICO	1	141,408
NORTH CAROLINA	1	119,144
OKLAHOMA	1	190,007
SOUTH DAKOTA	1	46,743
UTAH	1	66,488
VERMONT	1	57,220
WASHINGTON	6	629,730
TOTALS	25	$ 3,000,000

APPENDIX A

TABLE 5

TITLE IV, PART B -- INDIAN FELLOWSHIP PROGRAM
State-by-State Distribution of FY 1987 Funds

State	Number of Fellows	Total Funds
ALABAMA	8	$ 61,430
ALASKA	1	7,998
ARKANSAS	1	8,220
ARIZONA	6	45,439
CALIFORNIA	19	218,281
COLORADO	7	56,900
CONNECTICUT	3	13,384
DISTRICT OF COLUMBIA	1	18,950
FLORIDA	1	14,686
GEORGIA	2	18,597
ILLINOIS	2	26,504
INDIANA	1	10,346
KANSAS	1	4,975
LOUISIANA	1	7,451
MASSACHUSETTS	13	187,052
MICHIGAN	1	1,722
MINNESOTA	8	94,204
MISSOURI	3	32,914
MONTANA	6	35,873
NEW HAMPSHIRE	1	7,059
NEW JERSEY	1	14,525
NEW MEXICO	5	32,546
NEW YORK	3	28,471
NORTH CAROLINA	10	40,066
NORTH DAKOTA	7	83,653
OHIO	1	6,650
OKLAHOMA	23	175,724
OREGON	4	50,120
PENNSYLVANIA	1	16,855
TEXAS	4	28,325
UTAH	2	10,203
VIRGINIA	1	7,457
WASHINGTON	3	33,979
WISCONSIN	3	26,155
WYOMING	3	11,431
TOTAL	157	$ 1,438,145

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

MAY 26 1993

W. Buck Martin, Chairman
National Advisory Council on Indian Education
Switzer Building Room 4072/MS 2419
330 C Street, S.W.
Washington, D.C. 20202

Dear Chairman Martin:

Your manuscript of the Fourteenth Annual Report to the Congress of the United States has been received and reviewed by the Office of Indian Education Programs.

Pursuant to the Departmental policy of responding to annual reports submitted by the advisory committee, a list of responses to your recommendations is enclosed.

Thank you for giving us an opportunity to review your report.

Sincerely,

William J. Bennett

Enclosure

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

APPENDIX B

Responses to the Recommendations by the National Advisory Council on Indian Education in the Fourteenth Annual Report to the Congress (FY 1987)

1. NACIE Recommendation

The Office of Indian Education Programs (IEP) be re-established as an independent agency within the structure of the U.S. Department of Education and that the Director's line of authority be upgraded so that the Director shall report directly to the Secretary of Education in a role such as an Assistant Secretary.

NACIE has continued to make this recommendation since the U.S. Department of Education was established as a separate entity in 1979. As stated in previous reports, the Office of Indian Education Programs serves a unique population of Indian students that includes not only elementary and secondary students, but adult education programs, Indian-controlled schools, and undergraduate and graduate student fellowships.

The re-establishment of IEP as an independent agency would allow the IEP office to be responsible for all policy and budget decisions affecting its unique population, and that important efforts to identify future Indian education needs could be accomplished, perhaps with an IEP planning office.

ED Response

The Department believes that the Indian Education Programs office should continue to be located within the Office of Elementary and Secondary Education. This organization allows for better coordination of all elementary and secondary education programs that benefit Indian children. In reauthorizing the Indian Education Programs (The Indian Education Act of 1988, Part C of Title V of P.L. 100-297; enacted April 28, 1988), Congress specifically required that the Director report directly to the Assistant Secretary for Elementary and Secondary Education. In response to that reauthorization, the Director will assume broader policy and coordination responsibilities of programs in the Department relating to Indians and Alaska Natives.

2. NACIE Recommendation

Indian Preference should be in effect within the Office of Indian Education Programs (IEP), U.S. Department of Education, and that active recruitment for qualified IEP staff shall be advertised to a national level of applicants and not limited to hiring from within the U.S. Department of Education. Those selected to work for IEP should be chosen for their expertise, knowledge, and capabilities gained from working with and for the unique Indian population.

ED Response

In that recent reauthorization, Congress created a preference to Indians in all personnel actions within the Office of Indian Education Programs, to be administered in the same fashion as veterans' preference laws are administered. The Department will fully implement this new requirement.

3. NACIE Recommendation

The Indian eligibility requirements for participation in the programs offered by the Office of Indian Education Programs, U.S. Department of Education, needs clarification and that the U.S. Department of Education should work together with Indian individuals and organizations, the National Advisory Council on Indian Education, and the United States Congress in achieving suitable regulations determining Indian student eligibility.

ED Response

The recent reauthorization of the Indian Education Programs includes provisions for establishing student eligibility for funding. Currently, the Department is seeking a clarification from Congress on the interpretation of these provisions. The Director of the Indian Education Programs will also be seeking NACIE's assistance in the development of any regulations implementing those provisions.

4. NACIE Recommendation

The Office of Indian Education Programs, U.S. Department of Education, should maintain its lead role in identifying effective programs of the Indian education programs funded by its office. NACIE supports this IEP initiative to identify and promote effective Indian education programs.

ED Response

The Indian Education Programs office initiated an effort in 1987 to identify effective programs by coordinating with the National Indian Education Association and establishing a "showcase project" for effective programs at the NIEA annual conference. This effort has created an incentive for many local projects to improve substantially the quality of their programs and become nationally recognized as effective projects.

5. NACIE Recommendation

The departments funding Federal Indian education programs, such as the U.S. Department of the Interior and the U.S. Department of Education, should continue to consult with the American Indian Tribes and Alaska Natives in determining the direction of Federal Indian education. Proposed changes in any federally-funded Indian education program should be substantiated by thorough research, and that American Indians and Alaska Natives are consulted adequately while any proposals for change are developed and before they are submitted to the U.S. Congress.

ED Response

The Director of the Office of Indian Education Programs will seek comments and suggestions from NACIE regarding the direction of Indian education under the Indian Education Act of 1988.

6. NACIE Recommendation

The U.S. government continue to support all federally-funded Indian education programs as education is a trust responsibility provided to the American Indian Tribes by the United States. This responsibility is based on the treaties between the U.S. Government and American Indian Tribes.

ED Response

The Department recognizes its responsibility for administering the Indian Education Programs and will continue to fully implement the Indian Education Act.

7. NACIE Recommendation

All Indian education programs of the U.S. Department of Education be funded at levels sufficient enough for effective programs. Inflation in the U.S. economy has increased the costs of salaries and administrative costs in the funded projects, therefore, additional funding is needed to compensate for the additional costs.

ED Response

For 1989, the Administration has requested an increase of $1,327,000 for the Indian Education Programs. The increased funds would be added to the Part A Formula Grant Program ($678,000); the Part B Resource and Evaluation Centers ($100,000); the Part C Adult Education Program ($500,000); and Program Administration ($49,000).

8. NACIE Recommendation

The U.S. Department of Education continue to fund the five Indian Education Act Resource and Evaluation Centers as they provide valuable services for the Indian education community. Any changes in the Resource and Evaluation Center structure and responsibilities should be open to consultation from the Indian education community, as well as the U.S. Department of Education.

ED Response

The Department agrees with NACIE on the value of the services provided by the Resource and Evaluation Centers. The Office of Indian Education Programs has sought input from NACIE by forwarding all the Monthly Reports and Annual Reports from each Center to the Executive Director of NACIE and has invited NACIE's review, comments and recommendations for any suggested changes in the Center responsibilities and activities. In the recent reauthorization, Congress provided for, among other related activities, regional information centers to provide evaluation, dissemination and technical assistance activities. The Department will continue to consult NACIE in the Department's implementation of the Indian Education Act.

9. NACIE Recommendation

The U.S. Department of Education should provide more broad-based technical assistance to the American Indian Tribes and Alaska Natives in order to facilitate the identification of their current and future educational needs and goals.

ED Response

The Department's technical assistance to grantees is largely provided upon request by the regional Resource and Evaluation Centers. The Centers also provide workshops and training to grantees on how to identify educational needs and specific goals for their local service population.

Because of the nature of regional education needs of grantees, the technical assistance provided by the Centers is generally broad-based. IEP also consults with NACIE and the SEA Indian Education Directors in identifying current and future needs for Indian education. The Northwest Regional Center in Spokane, Washington, has responsibility for serving and identifying the specific educational needs of the Alaska Natives. As noted above, the recent reauthorization provides for regional information centers.

10. NACIE Recommendation

The discretionary grant award process of the Indian Education Act discretionary grant proposals should be evaluated and rated by Indian field readers that thoroughly understand the geographical, tribal, cultural and socio-economic differences that exist in Indian country, and that there is an increased role of the Office of Indian Education Programs and the National Advisory Council on Indian Education in the selection of qualified Indian Readers.

ED Response

It has been the policy of the Indian Education Programs office to request from NACIE a list of recommended Indian field readers to serve during the application review process. The Department will continue its current policy of including Indian reviewers to the greatest extent possible. IEP currently uses the criteria cited by NACIE in identifying and selecting readers for the application review process.

THE SECRETARY
WASHINGTON, D.C. 20202

CHARTER

National Advisory Council on Indian Education

AUTHORITY

Section 442 of the Indian Education Act (Title IV of P. L. 92-318, the Education Amendments of 1972; 20 U.S.C. 1221g). The Council is governed by the provisions of Part D of the General Education Provisions Act (P. L. 90-247, as amended; 20 U.S.C. 1233 et. seq.) and the Federal Advisory Committee Act (P. L. 92-463, 5 U.S.C. Appendix 2) which set forth standards for the formation and use of advisory committees.

PURPOSE AND FUNCTIONS

Section 441(a) of the Indian Education Act (Title IV of P. L. 92-318) charges the Secretary of Education with responsibility for carrying out (1) a program of financial assistance to local educational agencies and certain other entities for the special educational needs of Indian children, under Part A of the Act; (2) a program of financial assistance for the improvement of educational opportunities for Indian children, under Part B of the Act; (3) a program of financial assistance for the purpose of preparing individuals for teaching or administering special programs and projects for Indian students and to provide in-service training for persons teaching in such programs, under Part B of the Act; (4) a program of financial assistance to Indian students to enable them to pursue a course of study leading toward a postbaccalaureate degree in medicine, psychology, law, education, and related fields, or leading to an undergraduate or graduate degree in engineering, business administration, natural resources, and related fields, under Part B of the Act; and (5) a program of financial assistance for the improvement of educational opportunities for adult Indians, under Part C of the Act.

To assist the Secretary in this responsibility, the Council advises the Congress, the Secretary of Education, the Under Secretary of Education and the Assistant Secretary for Elementary and Secondary Education with regard to programs benefiting Indian children and adults. More specifically, the Council:

1. submits to the Secretary a list of nominees for the position of Director of Indian Education Programs, each time the position becomes vacant, from which list the Secretary appoints an individual in accordance with Section 441 of the Indian Education Act;

2. advises the Secretary of Education with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children or adults participate from which they can benefit, including Title III of the Act of September 30, 1950 (P. L. 81-874) and Section 810, Title VIII of the Elementary and Secondary Education Act of 1965 (added as Parts A and B, respectively, of the Indian Education Act by Title IV of P. L. 92-318), and with respect to adequate funding thereof;

3. reviews applications for assistance under Title III of the Act of September 30, 1950 (P. L. 81-874), Section 810 of Title VIII of the Elementary and Secondary Education Act of 1965 as amended and Section 316 (formerly Section 314) of the Adult Education Act (added as Parts A, B, and C, respectively, of the Indian Education Act by Title IV of P. L. 92-318), and makes recommendations to the Secretary with respect to their approval;

4. evaluates programs and projects carried out under any program of the Department of Education, in which Indian children or adults can participate or from which they can benefit, and disseminates the results of such evaluation;

5. Provides technical assistance to local educational agencies and to Indian educational agencies, institutions, and organizations to assist them in improving the education of Indian children;

6. assists the Secretary in developing criteria and regulations for the administration and evaluation of grants made under Section 303(b) of the Act of September 30, 1950 (P. L. 81-874) added in Part A of the Indian Education Act by Title IV of P. L. 92-318;

7. submits to the Congress no later than June 30 of each year a report on its activities, which shall include any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate or from which they can benefit, which report shall include a statement of the Council's recommendations to the Secretary with respect to the funding of any such programs;

8. is consulted by the Secretary of Education regarding the definition of the term "Indian," as follows:

> Sec. 453 of the Indian Education Act (added by Title IV of P. L. 92-318). For the purposes of this title, the term "Indian" means any individual who (1) is a member of a tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and those recognized by the State in which they reside, or who is a descendant, in the first or second degree, of any such member, or (2) is considered by the Secretary of the Interior to be an Indian for any purpose, or (3) is an Eskimo or Aleut or other Alaska Native, or (4) is determined to be an Indian under regulations promulgated by the Secretary, after consultation with the National Advisory Council on Indian Education, which regulations shall further define the term "Indian".

STRUCTURE

The Council consists of 15 members who are Indians and Alaska Natives appointed by the President. Such appointments are made by the President from lists of nominees furnished, from time to time, by Indian tribes and organizations, and represent diverse geographic areas of the country. Terms of membership on the Council shall not exceed three years and, in the case of initial appointments, are staggered.

Provision of administrative services is the responsibility of the Deputy Under Secretary for Intergovernmental and Interagency Affairs. The Director of Indian Education Programs serves as the Designated Federal Official to the Council.

The Council is authorized to establish such subcommittees as necessary to enable it to carry out its functions. The Council informs the Committee Management Officer of any changes in subcommittee structure, providing information on name, membership, functions, and estimated frequency of meetings. Each subcommittee presents its preliminary findings and recommendations for subsequent action by the full Council. All subcommittees act under the policies governing the Council as a whole.

The Council is authorized to appoint, without regard to the provisions of Title 5 United States Code governing appointments in the competitive service, or otherwise obtain the services of such professional, technical, and clerical personnel as may be necessary to enable it to carry out its functions as prescribed by law. With respect to the Council's functions under Section 442(b) (2), (3) and (4) of the Indian Education Act, respectively (authority to review applications, evaluate programs and provide technical assistance), the Council is authorized to contract with any public or private nonprofit agency, institution, or organization for assistance in carrying out its functions.

MEETINGS

The Council meets at the call of the Chairperson, but not less than two times per year. Subcommittees generally meet at the time of each Council meeting, but may meet separately with the concurrence of the Council Chairperson. The quorum for the Council is the majority of its authorized membership.

Meetings are open to the public except as may be determined otherwise in accordance with Section 10(d) of the Federal Advisory Committee Act by the Assistant Secretary for Elementary and Secondary Education; notice of all meetings is given in advance to the public. Meetings are conducted and records of proceedings kept as required by applicable laws and Departmental regulations.

ESTIMATED ANNUAL COST

Members of the Council who are not full-time employees of the Federal Government are entitled to receive compensation at a rate of $100 per day, plus per diem and travel expenses in accordance with Federal Travel Regulations.

Estimated annual cost for operating the Council, including compensation and travel expenses but excluding staff support, is $34,200. In addition, the centralized services are $38,700. Estimate of annual person-years of staff support required is 4.0, at an estimated annual cost of $180,100. The total estimated annual cost is $253,000.

REPORTS

The Council submits to the Congress not later than June 30 of each year a report on its activities, which includes any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate, or from which they can benefit, which report includes a statement of the Council's recommendation to the Secretary with respect to the funding of any such programs. This report includes, at a minimum, a list of Council meetings held during the year, the functions of the Council, and a summary of Council activities and recommendations made during the preceding fiscal year. The Council's annual report is also transmitted with the Secretary's Annual Report to Congress.

A copy of the Council's annual report is provided to the Committee Management Officer and to the Director of Indian Education Programs. Copies of all reports are sent to the Committee Management Officer and the Director of Indian Education Programs.

TERMINATION DATE

Subject to Section 448(b) of the General Education Provisions Act, and unless renewed or extended by appropriate action prior to its expiration, the National Advisory Council on Indian Education continues to exist until October 1, 1989. This charter expires two years from date of filing.

The Council is hereby rechartered in accordance with Section 14(b) (2) of FACA.

APPROVED

APR 2 1987
DATE

SECRETARY

Filing Date: APR 8 1987

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APPENDIX D

GLOSSARY

BIA	Bureau of Indian Affairs
GED	General Equivalency Diploma
IEP	Office of Indian Education Programs, U.S. Department of Education
JOM	Johnson O'Malley Program, Bureau of Indian Affairs, U.S. Department of the Interior
LEA	Local Educational Agency
NACIE	National Advisory Council on Indian Education
NCAI	National Congress of American Indians
NIEA	National Indian Education Association
OIEP	Office of Indian Education Programs, U.S. Department of the Interior
ED 506 FORM	U.S. Department of Education Form 506 - Certification of Indian Eligibility
DISCRETIONARY GRANT	Grant Awarded on Competitive Basis
FORMULA GRANT	Grant Awarded on Per Student Formula Basis
INDIAN	American Indian or Alaska Native (See Mandate 8 of Council Activities)
TITLE IV	Indian Education Act, or Title IV of Public Law 92-318, "Education Amendments of 1972"

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☆U.S. GOVERNMENT PRINTING OFFICE: 1988 - 223-114/98238

MAP

LOCATIONS AND DATES OF NACIE FULL COUNCIL MEETINGS

● = state in which meeting was held

Washington, DC, May 19-22, 1973
Washington, DC, June 16-21, 1973
San Francisco, CA, July 25-29, 1973
Denver, CO, August 23-24, 1973
Billings, MT, October 23-24, 1973
Washington, DC, November 17-19, 1973
Washington, DC, February 20-22, 1974
Albuquerque, NM, March 30-31, 1974
New Orleans, LA, May 10-12, 1974
Washington, DC, June 17-18, 1974
Anchorage, AK, July 18-21, 1974
Oklahoma City, OK, Oct. 18-20, 1974
Orlando, FL, December 13-15, 1974
Denver, CO, May 30-June 1, 1975
Bismarck, ND, June 26-29, 1975
Rochester, NY, August 1-3, 1975
Seattle, WA, October 16-19, 1975
Reno, NV, January 16-18, 1976
Silver Spring, MD, April 9-11, 1976
Arlington, VA, May 7-9, 1976
Green Bay, WI, June 17-20, 1976
Washington, DC, August 6-8, 1976
Raleigh, NC, September 17-19, 1976
Washington, DC, October 27-29, 1976
Tucson, AZ, January 27-29, 1977
Washington, DC, March 4-6, 1977
Washington, DC, July 8-10, 1977
Dallas, TX, September 17-19, 1977
St. Paul, MN, November 4-6, 1977
Washington, DC, April 7-9, 1978
Billings, MT, May 19-21, 1978
Washington, DC, August 24-26, 1978
Denver, CO, September, 15-17, 1978
Tulsa, OK, Nov. 30-Dec. 2, 1978
Washington, DC, January 18-20, 1979
Washington, DC, April 19-22, 1979
Bangor, ME, July 16-18, 1979
Denver, CO, Nov. 30-Dec. 2, 1979
Raleigh, NC, March 7-9, 1980
Rapid City, SD, May 20-22, 1980
Dallas, TX, October 17-19, 1980
Washington, DC, January 9-11, 1981
Anchorage, AK, May 1-3, 1981
Portland, OR, October 9-11, 1981
Nashville, TN, January 8-10, 1982
Cambridge, MA, April 17-19, 1982
Washington, DC, May 9-11, 1983
Washington, DC, August 10-12, 1983
San Jose, CA, October 21-24, 1983
Salt Lake City, UT, Feb. 29-Mar. 1, 1984
Santa Fe, NM, September 25-27, 1984
Seattle, WA, December 12-13, 1984
Ft. Lauderdale, FL, Sept. 16-17, 1986
Portland, OR, April 28-29, 1987